

Working with Districts to Create Successful ICE Partnerships



If you're a special education director or a transition coordinator, you may have to adjust some of your school district's policies, practices, and procedures to support students entering the Inclusive Concurrent Enrollment (ICE) initiative. These adjustments help ensure that student involvement in ICE activities is successful.

To make these adjustments, you'll need to take into account student support, scheduling, transportation, and documentation. Addressing these changes before the district begins enrolling students in college classes is highly recommended, and will help you avoid last-minute problem solving later in the semester.

Student Support

Partnerships work together during the planning grant period to determine whether students who need support (short-term or long-term) to participate in ICE will receive it from the college or from the school district.

If the school district assumes the support, then the next decision is whether existing staff will support students, or if the district will arrange support with an outside community provider.

- (1) If current school staff and coaches are used, they will need flexibility in their schedule to support students in the community. This will involve not only postsecondary education but also possibly for support in employment, and developing independent living skills such as using public transportation.
- (2) If new staff are hired to work with students, be clear with them that their job will differ from an instructional assistant role. Their work hours will align more with students' college and work schedules.
- (3) Staff and coaches from the schools will need training to support students in college classes as well as accessing public transportation, using self advocacy and self determination skills in college and work, and finding appropriate resources to meet college course expectations. Plan accordingly to arrange for the training and technical assistance they will need.

Scheduling

You will need to consider two important ways in which students' schedules will differ from their school schedules:

- (1) College courses are offered throughout the day. Limiting students to courses that fit within school-day hours will limit their access to courses that align with their career goals. Work with staff and transportation coordinators to broaden the time period during which students can take classes that meet their needs. Table 1 highlights an example of a student supported by an ICE partnership whose schedule includes college classes, participation in campus activities, a community-based internship and using public transportation.

Sample Student Schedule

Table 1: 3 days on campus with community-based internship through the district

	Mon	Tues	Wed	Thurs	Fri
	HCC	Internship	HCC	Internship	HCC
8:00 AM	PVTA Transportation from home	Homework @ HS	PVTA Transportation from home	Homework @ HS	PVTA Transportation from home
9:00 AM	HCC Class	PVTA Transportation	HCC Class	PVTA Transportation	HCC Class
10:00 AM	Check in with tutor	Community-based internship	Library	Community-based internship	Library
10:30 AM	Check emails		Check emails		Check emails
10:45 AM			Lunch		
11:00 AM	Lunch		HCC Student Activities		Lunch
12:00 PM		Lunch		Lunch	
12:30 PM	College fitness center		College fitness center		Depart PVTA
1:00 PM					Transition Group @ HCC
1:30 PM					
2:00 PM	Depart PVTA	Depart PVTA	Depart PVTA	Depart PVTA	

- (2) Typical K–12 and college vacation schedules differ, especially in the spring semester. Beginning in December, colleges take a longer winter break, often not resuming for the spring break until the 3rd or 4th week of January. Then, instead of two vacations in February and April, colleges schedule one spring break, usually the 3rd week in March.

It is critical to plan ahead for these changes. Negotiate with staff or outside providers who support the students to take vacations that align with college breaks. Another option is making transportation and support arrangements with other coaches or with family members. If the student is not using public transportation options independently, travel to and from college should be planned out in advance as well.

Transportation

A key activity of ICE is helping students to learn public transportation options. This allows them to fade their reliance on school transportation and to travel more independently when they leave school.

Students involved in the ICE initiative have learned to use a variety of public transportation options to get from home to college and to jobs. These include subways, buses, and accessible vans operated by regional transit authorities such as the MassBay Transit Authority in the Metro Boston area, the Worcester Regional Transit Authority, and the Pioneer Valley Transition Authority.

At Bridgewater State, some students use the commuter rail and take the college shuttle van from the Brockton area. Students at MassBay have learned to use buses, the subway, and the college shuttle van to get to campus.

All of these transportation options are possible when staff plan a few steps in advance:

- (1) Determine if the school district has a student public transportation pass available, and support eligible students to obtain a pass.
- (2) Assist students and families to apply for accessible (ADA) transportation options if their child is going to need door-to-door pick-up and drop-off.
- (3) Provide transportation training to students, and develop a fading plan.
- (4) For students who will be using ADA transportation, teach them to arrange their own pick-ups and drop-offs, and to be at the pick-up location on time.

- (5) Teach students to respond appropriately when they experience transportation problems and to contact someone if they need assistance.
 - (6) Encourage students to carry a cell phone at all times. Make sure they can use it proficiently.
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Documentation

IEP Teams often ask how to document student participation in ICE. Since college attendance through the ICE initiative is part of a student's transition plan, but often subject to appropriation, the ESE recommends that IEP Teams consider together how participation in ICE should be documented on the IEP. Often it is both appropriate and clear to document the specific transition activities in which the student is involved in PLEP B or in the additional information section of the IEP. However, the current IEP form was not developed specifically tailored to an individual program like ICE, so it should be a student-driven answer depending on the activity involved in the student's participation.

The ESE does not recommend that participation in the ICE program be documented in the service delivery chart or as a placement, because ICE is not a district service or a placement, but rather is a unique combination of post-secondary services provided as a transition experience.

There are a number of other documents that schools use to prepare for a student's participation in ICE.

- Student checklist for participation in ICE
- Approval by student (or parent/guardian) for community-based instruction
- Transportation plan, including review of safety recommendations
- Documentation to request accommodations through college disability services
- Up-to-date emergency fact sheet

School personnel have found that these preparation activities lead to a smoother transition to college for ICE students.